

# Missouri School Counselor Mentoring Program- Year ONE

A PARTNERSHIP:

DEPARTMENT OF ELEMENTARY & SECONDARY  
EDUCATION

AND

MISSOURI SCHOOL COUNSELOR ASSOCIATION

# Beginning Reflections

- ▶ One thing I, as a mentor, remember most about my first year of counseling is ...
- ▶ One thing I, as a new school counselor, am concerned about as I begin my first year of counseling is ...
- ▶ One quality of a good mentor is ...
- ▶ One question I have about mentoring is...

# Orientation Objectives

- ▶ Understand the qualities of a positive mentor/mentee relationship
- ▶ Explore the process of the mentoring program
- ▶ Provide an overview of the assignments that will be expected to be completed for Year 1

# Qualities of a Good Mentor

- ▶ **Commits** to the roles and responsibilities of mentoring.
- ▶ **Accepts** the beginning counselor as a developing person and professional.
- ▶ **Reflects** on interpersonal communications and decisions.
- ▶ **Serves** as a school counseling coach.
- ▶ **Models** a commitment to personal and professional growth.
- ▶ **Communicates** hope and optimism for the future.

# So, what's in it for you as a

...

## MENTOR

- ▶ Opportunity to refocus on counseling practices and reflective skills
- ▶ To fulfill the desire to give back to the profession
- ▶ Opportunity for ongoing collaboration

## MENTEE

- ▶ Receive the support and encouragement of an experienced counselor
- ▶ Opportunity for structured reflection of counseling experience on an ongoing basis
- ▶ Opportunity for ongoing collaboration

# Four Principles of the Mentoring Process

1. Mentoring is a complex process and function.
2. Mentoring involves support, assistance, and guidance, but not evaluation.
3. Mentoring requires time, commitment, and communication.
4. Mentoring should promote self-reliance in the new school counselor.

# Important Points to Remember:

## School Counselors as Adult Learners

- ▶ Adults are motivated to learn as they experience **needs and interests**.
- ▶ Adults orient **learning to life**.
- ▶ **Experience** is the richest resource for adult learning.
- ▶ Adults have a deep **need to be self-directing**.
- ▶ Individual differences between people increase with age.

## Age-Based Stages of Adult Development – Share with your partner what stage you are in...

Age	Stage
16-22	Leaving the Family
22-29	Getting Into the World
29-32	Age 30 Transition
32-35	Establishing Roots
35-40	Becoming One's Own Person
40-43	Midlife Transition
43-50	Restabilization
50-65	Preretirement



# Guidelines for a Successful Relationship

- ▶ Willingness to invest time and energy.
- ▶ Sense of confidence in your own abilities.
- ▶ Belief that mentoring is a mutually enhancing professional development opportunity in which both partners will achieve satisfaction from the relationship.

Research shows that school counselors have a positive effect on the quality of schools, Lapan, 2006.

# Working Together for Success

- ▶ Get involved in the mentoring process
- ▶ Take responsibility
- ▶ Be an objective observer
- ▶ Ask questions and listen to each other
- ▶ Chart your course
- ▶ Network
- ▶ Take risks
- ▶ Reflect
- ▶ Give back

# Levels of Commitment

- ▶ Level 1 – irregular contact, interaction limited to basic information, survival strategies are the emphasis of Mentee's learning.
- ▶ Level 2 – regularly scheduled contact and satisfies Mentee's needs for information, discussion centers on current problems.
- ▶ Level 3 – Mentor & Mentee maintain regular contact, collaboration occurs around best practices in multiple areas of counseling.
- ▶ Level 4 – Contact with each other takes priority and has protected time. Both promote learning and get to the level of connections between instructional practice and student results.

# Factors Leading to High **Mentor** Commitment

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Appreciation for the importance of the work of School Counselors

Clear about a mentor's roles and responsibilities

Has the time in professional and/or personal life

Able to accept the new counselor's beliefs or behaviors

Expects acceptance from the new counselor

An appreciation for mentoring in the school culture

Expects high commitment from the new counselor

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# Factors Leading to High **Mentee** Commitment

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- ↑ Strong desire to build professional relationships
  - ↑ No Fear of being judged inadequate
  - ↑ Believes asking for help is a sign of competence
  - ↑ Able to accept the mentor's beliefs or behaviors
  - ↑ Understands this is not a burden to another professional, it is a benefit
  - ↑ An Appreciation for the complexity of counseling
  - ↑ Views the mentor to be caring and committed to the process
-

# Working as a Team

- ▶ Start and build the relationship – both being active participants taking initiative to make contact with the other.
- ▶ Establish two-way communication – listening, looking, leveling.
- ▶ MAINTAIN CONFIDENTIALITY
- ▶ Get to know each other early in the relationship.

# Mentor/ Mentee Interactions

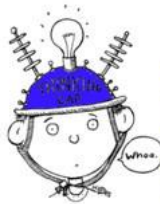
## Various Approaches:

- Consult – to provide information and technical assistance
- Collaborate – to share ideas, to problem-solve
- Coach – to improve instructional decision-making and increase reflectivity in practice

# Mentor/Mentee Thinking

Various Thinking:

## Edward de Bono's 6 Thinking Hats



### **BLUE HAT-Process**

**The Big Picture/Thinking about Thinking**  
**What thinking is needed?**  
**Where are we now?**  
**What do we need to do next?**



### **RED HAT- Feelings**

**Intuition, hunches, instinct.**  
**How do I feel about this?**  
**What do I like about these feelings? (do not like?)**



### **YELLOW HAT-Benefits**

**The Positives**  
**Why is this a good idea?**  
**What are the advantages and benefits?**



### **WHITE HAT- Facts**

**What do I know?**  
**What do I need to find out?**  
**How will I get the information I need?**



### **GREEN HAT- Creativity**

**What new ideas are possible?**  
**What is my suggestion?**  
**How can this be changed or improved?**



### **BLACK HAT- Caution**

**The Negatives**  
**What problems could arise?**  
**What are the disadvantages?**



# When to be Supportive or Directive When Mentoring



# The Mentor Beliefs Inventory

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The inventory you are about to take has been designed to help you better understand the basic beliefs you hold about mentoring and how those beliefs might influence your mentoring behaviors.

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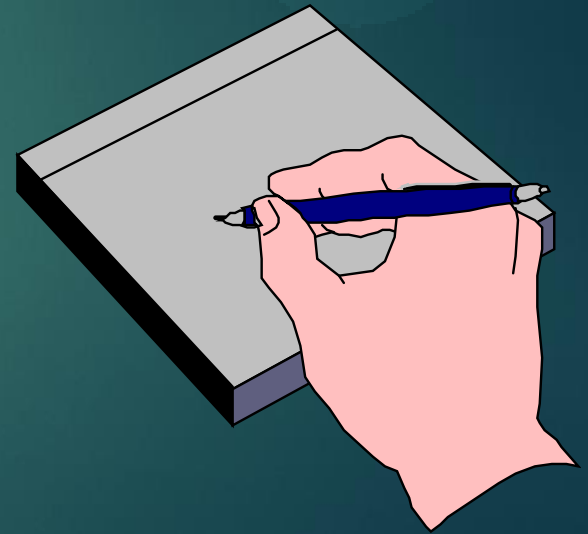
# *Instructions*

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Take and self-score The Mentor Beliefs Inventory

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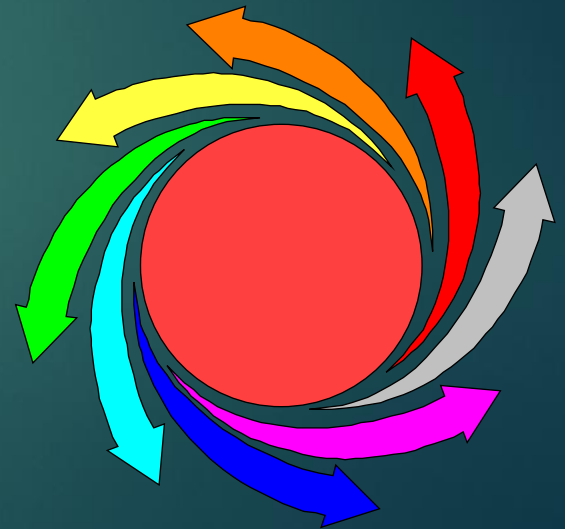
Time: 15 minutes



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When you finish scoring the inventory, share and discuss scores with your partner. Remember: There are no right or wrong answers or good or bad scores.

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# The Mentoring Beliefs Inventory

Nondirective	Collaborative	Directive
2.3	2.2	2.1

Source: *Developmental Supervision* by Carl Glickman, 1985.

# The Mentoring Behavior Continuum

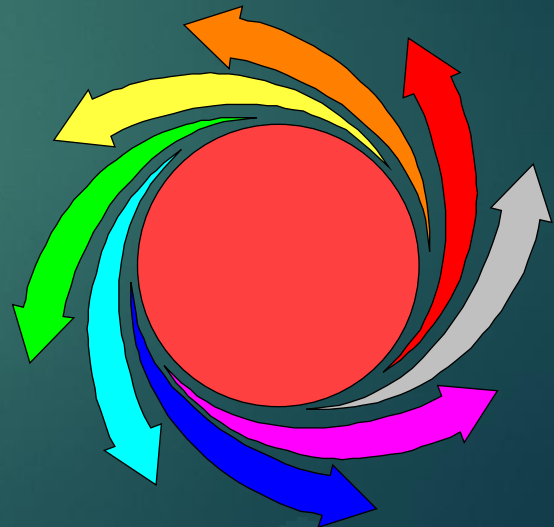
Nondirective	Collaborative	Directive
1. Listening	4. Reflecting	8. Directing
2. Clarifying	5. Presenting	9. Standardizing
3. Encouraging	6. Problem Solving	10. Reinforcing
	7. Negotiating	

← **HIGH**      **Developmental Level**      **LOW** →

Source: *Developmental Supervision* by Carl Glickman, 1985.

Working with your partner, take 2 minutes to think of situations in which it would be appropriate to employ a *directive* approach to mentoring.

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


# When to Use *Directive* Behaviors

## Directing

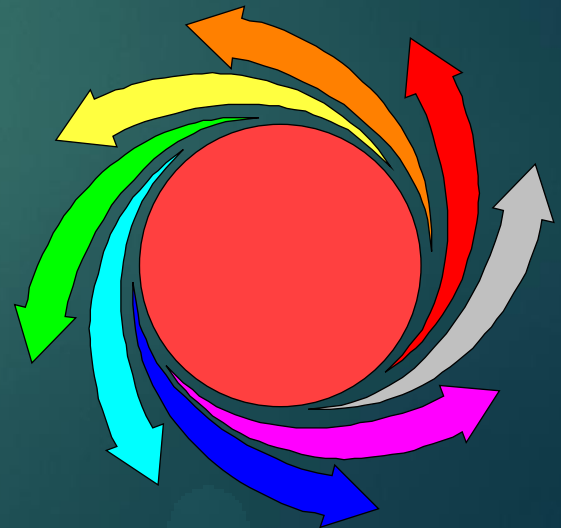
## Standardizing

## Reinforcing

-  When the mentor has knowledge that the mentee does not
-  When the mentor knows what the problem is and the mentee does not
-  When the mentee's behavior is self-defeating but is not viewed as such
-  When the mentee is consistently defensive and closed to feedback
-  In a crisis situation where the personal or professional well-being of the mentee is at stake



Working with your partner, take 2 minutes to think of situations in which it would be appropriate to employ a *nondirective* approach to mentoring.



# When to Use *Nondirective* Behaviors

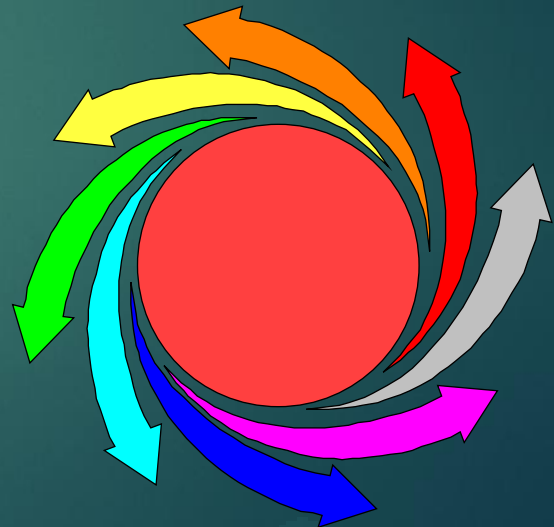
## Listening

## Clarifying

## Encouraging

- When the mentee possesses more knowledge than the mentor
- When the mentee is seriously concerned about a problem and the mentor does not see a problem
- When the mentor judges that a mentee's proposed action is safe
- When the mentee is capable but reluctant to act
- When the mentor wants to gain insight into the mentee's level of skill or motivation

Working with your partner, take 2 minutes to think of situations in which it would be appropriate to employ a *collaborative* approach to mentoring.



# When to Use *Collaborative* Behaviors

Reflecting   Presenting   Problem Solving   Negotiating

- When the mentor and mentee both possess knowledge about the topic or issue
- When the mentor understands one part of a problem and the mentee understands another part
- When there is time for collaboration, and the mentor senses that the mentee is ready to assume more responsibility
- When the mentor senses that the mentee needs to feel part of the decision-making process

# Phases of the First Year





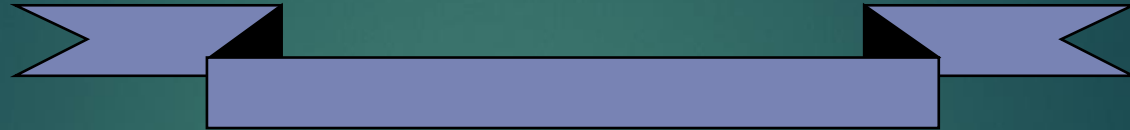
*What is your primary concern  
as a counselor?*

# Time Crunchers Frequently Reported

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## by Beginning Counselors

- ▶ After-School Activities
  - ▶ Non-School Counseling Program Responsibilities
  - ▶ Tragic Issues of Students
  - ▶ Faculty and Other Meetings
  - ▶ Graduate School
  - ▶ An Overwhelming Workload
  - ▶ Preparing for parent meetings
  - ▶ Catching Up on Paperwork
  - ▶ Maintaining the School Counseling Office
  - ▶ Finding Resources
-



# The Challenges of Mentoring





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## *MENTORING IS A COMPLEX PROCESS AND FUNCTION.*

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Because of this complexity, mentors frequently encounter a variety of problems and concerns.

# Common Problems

## Problem

## Strategic Responses

*I can't find the time to meet with my mentee. Our schedules are different, and we are both very busy. We just don't seem to be able to connect for any meaningful length of time.*

Make appointments.

Use the phone, e-mail, and other available technologies.

If schedules permit, eat lunch together.

Team plan or team teach school counseling lessons that will require time together. Be creative!

Meet before or after school.

Go to breakfast once a week.

**Remember: Finding time is an expression of commitment!**


# Common Problems

- ▶ What are some things you can think of that might be problematic?
- ▶ Share with your partner.



# Types of Requests for Help

As soon as you receive a request, you begin to assess the situation. Seek answers to questions such as:



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*What does this person need?*

*What does this person want from me?*

*What can I do for this person?*

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- Gazda, et al., 1991

# Mentee Speaks

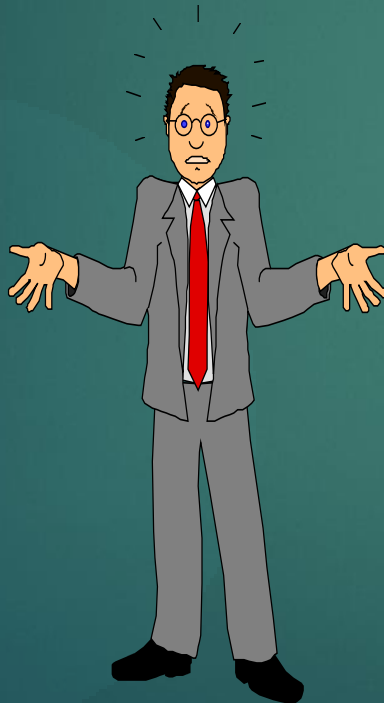
Request  
for Action



# Mentee Speaks

Request  
for Action

Request for  
Information



# Mentee Speaks

Request  
for Action

Request for  
Information

Request for  
Understanding





# Mentee Speaks

Request  
for Action

Request for  
Information

Request for  
Understanding

Inappropriate  
Interaction



# Types of Inappropriate Interactions

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1. Gossip
  2. Chronic Complaining
  3. Inordinate Gripping
  4. Rumor
  5. Solicitation of a Dependency Relationship
  6. Encouragement of Negative Activity
- 

- Gazda, et al., 1991



```
graph TD; A[Mentee Speaks] --> B[Request for Action]; A --> C[Request for Information]; A --> D[Request for Understanding]; A --> E[Inappropriate Interaction]; B --> F[APPROPRIATE ACTION];
```

**Mentee Speaks**

**Request  
for Action**

**Request for  
Information**

**Request for  
Understanding**

**Inappropriate  
Interaction**

**APPROPRIATE  
ACTION**

# Mentee Speaks



```
graph TD; A[Mentee Speaks] --> B[Request for Action]; A --> C[Request for Information]; A --> D[Request for Understanding]; A --> E[Inappropriate Interaction]; C --> F[APPROPRIATE INFORMATION];
```

A flowchart titled "Mentee Speaks" in a white double-bordered box at the top center. A white line descends from the box and splits into four arrows pointing to four colored boxes: "Request for Action" (teal), "Request for Information" (orange), "Request for Understanding" (green), and "Inappropriate Interaction" (pink). The "Request for Information" box has an orange line extending downwards and then right to a box labeled "APPROPRIATE INFORMATION". A solid red vertical bar is located in the top right corner of the image.

**Request  
for Action**

**Request for  
Information**

**Request for  
Understanding**

**Inappropriate  
Interaction**

**APPROPRIATE  
INFORMATION**

# Mentee Speaks



```
graph TD; A[Mentee Speaks] --> B[Request for Action]; A --> C[Request for Information]; A --> D[Request for Understanding]; A --> E[Inappropriate Interaction]; D --> F[EMOTIONAL SUPPORT];
```

A flowchart titled "Mentee Speaks" in a white double-bordered box at the top center. A horizontal line with four downward-pointing arrows branches from the title box to four colored boxes below: "Request for Action" (teal), "Request for Information" (orange), "Request for Understanding" (green), and "Inappropriate Interaction" (pink). A green arrow points from the "Request for Understanding" box down to a green-bordered box labeled "EMOTIONAL SUPPORT". A solid red vertical rectangle is located in the top right corner of the slide.

**Request  
for Action**

**Request for  
Information**

**Request for  
Understanding**

**Inappropriate  
Interaction**

**EMOTIONAL  
SUPPORT**

# Mentee Speaks

```
graph TD; A[Mentee Speaks] --> B[Request for Action]; A --> C[Request for Information]; A --> D[Request for Understanding]; A --> E[Inappropriate Interaction]; E --> F[REFUSAL TO PARTICIPATE];
```

Request  
for Action

Request for  
Information

Request for  
Understanding

Inappropriate  
Interaction

REFUSAL TO  
PARTICIPATE

# YEAR ONE

See Missouri School Counselor  
Mentoring Manual for  
explanation of Assignments and  
Due dates



# Assignments First Semester

Assignment 1- Principal/Counselor Agreement

Due Oct. 15

Assignment 2-CSIP Review

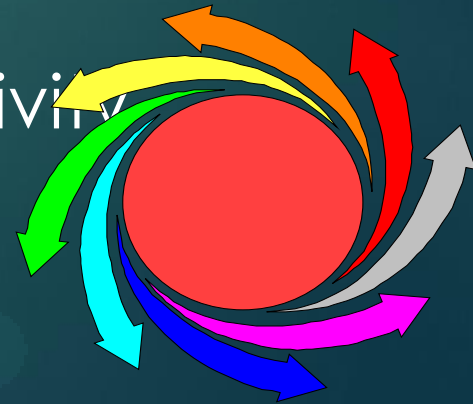
Due Nov. 1

Assignment 3-Calendaring

Due November 15

Assignment 4-School Counseling Activities

Due Dec. 15





# Structured Experiences 2<sup>nd</sup> Semester

Assignment 5-Mentor/Mentee Visit Report


Due Feb. 1

Assignment 6-MISP Checklist/IIR Review

Due March 15

Assignment 7-Review Reflection

Due May 1



If there are problems, get  
in touch with your regional  
mentor chair:

Regional Chair's contact information:

## Mentoring Program Grievance Process

The state mentoring program is designed to promote growth and learning for the mentee and the mentor in a collaborative working relationship. If the collaborative relationship is compromised due to concerns involving the mentoring program, the grievance process should be initiated in order to resolve the issue. The grievance procedure shall be conducted with the highest level of sensitivity to the privacy of all concerned. All participants in the process are expected to treat as highly confidential any evidence presented and the deliberations occurring at all stages.

**Step 1** - The mentor or mentee with the concern should first attempt to informally discuss the concern directly with the party involved (mentor, mentee, or Regional Mentoring Chair). We hope that most issues will be resolved in this manner, but if the attempt does not remediate the issue and the concern is with the mentor or mentee, **Step 2** of the grievance process should be initiated. If the concern or grievance is with the Regional Mentoring Chair and the Step 1 attempt to remediate was not successful, the mentor or mentee should **skip Step 2** and advance to **Step 3** of the grievance process.

**Step 2**- If the concern or grievance is not successfully remediated through Step 1 of the process, the mentor or mentee with the concern or grievance should complete a grievance form (add link here) and email it to the Regional Mentoring Chair to attempt remediation. The Regional Mentoring Chair should work to adequately resolve the issue, but if the attempt is unsuccessful, the mentor or mentee should advance to **Step 3** of the grievance process.

**Step 3**- If the concern is not successfully remediated through Step 2 of the process, the mentor or mentee with the concern should indicate that Steps 1 and 2 were initiated on the grievance form and forward it to the State Mentoring Chair to attempt remediation. The State Mentoring Chair should work to adequately address the issue, but if it is not successfully resolved, the mentor or mentee should advance to **Step 4** of the grievance process.

**Step 4**- If the concern or grievance is not successfully remediated through the first phases of the grievance process, the mentor or mentee with the concern should initiate the final phase of the process. The mentor or mentee should indicate that Steps 1-3 were initiated on the grievance form and forward it to the DESE Director of School Counseling in order to attempt remediation. The DESE Director of School Counseling will work with all parties involved to remediate the issue.

# Orientation Objectives

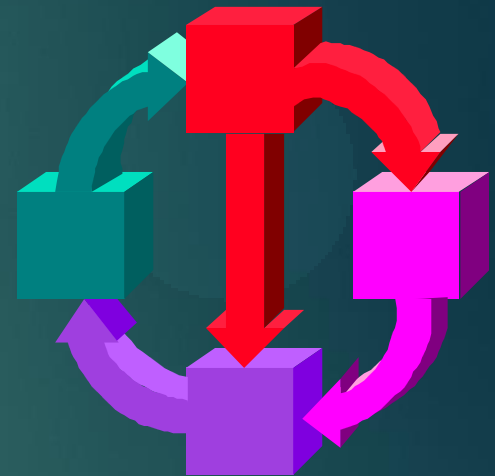
- ▶ Understand the qualities of a positive mentor/mentee relationship
- ▶ Explore the process of the mentoring program
- ▶ Provide an overview of the assignments that will be expected to be completed for Year 1

# Processing your . . .

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Final Reflections ~

As I reflect on this  
orientation, I want to  
remember...



# References & Resources

- ▶ Daresh, J.C. (2003). *Teachers mentoring teachers*. Thousand Oaks CA: Corwin Press, Inc.
- ▶ Johnson D.F. (2002). *Being an effective mentor*. Thousand Oaks CA: Corwin Press, Inc.
- ▶ Lipton & Wellman (2003). *Mentoring Matters: A practical guide to learning focused relationships*. Sherman CT: MiraVia, LLC.
- ▶ Rowley, J.B. (2000). *High-Performance Mentoring*. Thousand Oaks CA: Corwin Press. Inc.
- ▶ Udelhofen & Larson (2003). *The mentoring year*. Thousand Oaks, CA: Corwin Press, Inc.